Young Children Index

Volume 37, Nos. 1–6. November, 1981 through September, 1982

Ade, W. (3/82) 25–32
Administration
  economic skills (7/82) 25–32, 49
  in-service evaluation (11/81) 59–65
  job stress (1/82) 25–32
Administration for Children, Youth and Families (11/81) 56, 57, (1/82) 59
Advocacy training procedure for parents (1/82) 43–45
"Advocacy Training for Parents of Handicapped Children: A Staff Responsibility" (1/82) 41–46
"Aggression: Is It Stimulated by Day Care?" (9/82) 3–9
Art (3/82) 45–52
"Art for Toddlers: A Developmental Approach" (3/82) 45–52
Art materials
  to develop motor and social skills (3/82) 46–48
Assessment (7/82) 16–24
Axelrod, P. (3/82) 19–24

"Baby Safety" (5/82) 12–13
Baker, P. (5/82) 53–58
Baker, S. (5/82) 53–58
Bilingual/bicultural education (1/82) 13–24
Branston-McLean, M. E. (1/82) 41–46
Brewer, K. (9/82) 51–53
Buch, E. (3/82) 19–24

Car seats (5/82) 12–13
Caregivers, child
  characteristics of (5/82) 60, (9/82)
  modeling prosocial behavior (7/82) 56–57
  observations of child behavior (5/82) 61–63
  professional qualities of (3/82) 25–32
  staff qualifications (1/82) 55–58
  substitute (11/81) 13–14
Child advocacy (11/81) 72–73, (1/82) 11–12, (3/82) 10–11, (5/82) 12–13, (7/82) 14–15, (9/82) 13–22 economic arguments (7/82) 25–32, 49
  energy education (5/82) 3–11
  Head Start (3/82) 3–9
  industry-related programs (1/82) 4–10
  parent training programs (1/82) 41–46
Child care (*see* Day care)
Child development (5/82) 14–24, (7/82) 16–24
  cognitive (11/81) 66–71
  emotional (3/82) 13–18
  physical (5/82) 3–11
  social (3/82) 13–18, (5/82) 25–32, (7/82) 51–62
Child Development Associates (CDA) (11/81) 56, 57, (1/82) 59–60, (7/82) 63
"A Child Is Loved, But Not Children" (3/82) 10–11
Children's Defense Fund (5/82) 51, 67–69
Christie, J. F. (5/82) 25–32
Communication
  effect of abuse and neglect on (3/82) 60
  infant-mother (3/82) 57–58
  sex differences (3/82) 59
Curriculum (11/81) 3–10, (1/82) 13–24, (5/82) 14–21, (7/82) 3–13
  aggression (9/82) 3–9
  art (3/82) 45–52
  energy (3/82) 6–10
  health and safety (5/82) 3–11, (5/82) 12–13
  gifted children (5/82) 17–23
  language, reading (11/81) 18–27, (5/82) 25–32, (5/82) 53–58
  moral education (9/82) 23–31
  sociodramatic play (5/82) 25–32
  two-year-olds (7/82) 4–12

Day care
  aggression caused by (9/82) 3–9
  children in day care (5/82) 60–61
  cost of (5/82) 64
  credentialing system (5/82) 65–66
  directors of
    business management (3/82) 21
    personnel management (3/82) 21–22
  family day care (5/82) 59
  follow-up analysis (9/82) 57–64
  industry-related (1/82) 4–10
  parent satisfaction with (5/82) 63–64
  public-funded programs (1/82) 47–53
Day, D. E. (9/82) 10–12
Denk-Glass, R. (9/82) 51–53
Developmental skills
  expressive-artistic (11/81) 66–68
  fine motor (11/81) 66–68
  language mastery (11/81) 66, 68
  oppositional behavior (3/82) 13–18
  prosocial (7/82) 51–62
  reasoning and problem-solving (11/81) 66–68
  sociodramatic play, effect of (5/82) 24–25
  toddlers (7/82) 4

"Early Childhood Job Titles: One Step Toward Professional Status" (9/82) 13–22
Economic analysis of early childhood programs (7/82) 25–32, 49
Education for All Handicapped Children Act (1/82) 41
Ellison, G. (5/82) 53–58
Emotional development of infants (11/81) 11
  sociodramatic play, effect of (5/82) 24–25
Energy, children's attitudes toward (5/82) 6–10
"Energy Education: Responding to the Nuclear Power Controversy" (5/82) 3–11
Evaluation of staff in early childhood programs (11/81) 59–64
"Everyday Experience and Intellectual Development" (11/81) 66–71

Family Intervention Project (1/82) 42
Finkelstein, N. W. (9/82) 3–9
Follow Through programs (3/82) 5
"From 3 to 20: The Early Training Project" (9/82) 57–64
Fry-Miller, K. M. (5/82) 3–11
Fucigna, C. (3/82) 45–51
Funding of early childhood programs
  determined by economic analysis (7/82) 29–30

Young Children Index

Volume 37, Nos. 1–6. November, 1981 through September, 1982

Ade, W. (3/82) 25–32
Administration
  economic skills (7/82) 25–32, 49
  in-service evaluation (11/81) 59–65
  job stress (1/82) 25–32
Administration for Children, Youth and Families (11/81) 56, 57, (1/82) 59
Advocacy training procedure for parents (1/82) 43–45
"Advocacy Training for Parents of Handicapped Children: A Staff Responsibility" (1/82) 41–46
"Aggression: Is It Stimulated by Day Care?" (9/82) 3–9
Art (3/82) 45–52
"Art for Toddlers: A Developmental Approach" (3/82) 45–52
Art materials
  to develop motor and social skills (3/82) 46–48
Assessment (7/82) 16–24
Axelrod, P. (3/82) 19–24

"Baby Safety" (5/82) 12–13
Baker, P. (5/82) 53–58
Baker, S. (5/82) 53–58
Bilingual/bicultural education (1/82) 13–24
Branston-McLean, M. E. (1/82) 41–46
Brewer, K. (9/82) 51–53
Buch, E. (3/82) 19–24

Car seats (5/82) 12–13
Caregivers, child
  characteristics of (5/82) 60, (9/82)
  modeling prosocial behavior (7/82) 56–57
  observations of child behavior (5/82) 61–63
  professional qualities of (3/82) 25–32
  staff qualifications (1/82) 55–58
  substitute (11/81) 13–14
Child advocacy (11/81) 72–73, (1/82) 11–12, (3/82) 10–11, (5/82) 12–13, (7/82) 14–15, (9/82) 13–22 economic arguments (7/82) 25–32, 49
  energy education (5/82) 3–11
  Head Start (3/82) 3–9
  industry-related programs (1/82) 4–10
  parent training programs (1/82) 41–46
Child care (*see* Day care)
Child development (5/82) 14–24, (7/82) 16–24
  cognitive (11/81) 66–71
  emotional (3/82) 13–18
  physical (5/82) 3–11
  social (3/82) 13–18, (5/82) 25–32, (7/82) 51–62
Child Development Associates (CDA) (11/81) 56, 57, (1/82) 59–60, (7/82) 63
"A Child Is Loved, But Not Children" (3/82) 10–11
Children's Defense Fund (5/82) 51, 67–69
Christie, J. F. (5/82) 25–32
Communication
  effect of abuse and neglect on (3/82) 60
  infant-mother (3/82) 57–58
  sex differences (3/82) 59
Curriculum (11/81) 3–10, (1/82) 13–24, (5/82) 14–21, (7/82) 3–13
  aggression (9/82) 3–9
  art (3/82) 45–52
  energy (3/82) 6–10
  health and safety (5/82) 3–11, (5/82) 12–13
  gifted children (5/82) 17–23
  language, reading (11/81) 18–27, (5/82) 25–32, (5/82) 53–58
  moral education (9/82) 23–31
  sociodramatic play (5/82) 25–32
  two-year-olds (7/82) 4–12

Day care
  aggression caused by (9/82) 3–9
  children in day care (5/82) 60–61
  cost of (5/82) 64
  credentialing system (5/82) 65–66
  directors of
    business management (3/82) 21
    personnel management (3/82) 21–22
  family day care (5/82) 59
  follow-up analysis (9/82) 57–64
  industry-related (1/82) 4–10
  parent satisfaction with (5/82) 63–64
  public-funded programs (1/82) 47–53
Day, D. E. (9/82) 10–12
Denk-Glass, R. (9/82) 51–53
Developmental skills
  expressive-artistic (11/81) 66–68
  fine motor (11/81) 66–68
  language mastery (11/81) 66, 68
  oppositional behavior (3/82) 13–18
  prosocial (7/82) 51–62
  reasoning and problem-solving (11/81) 66–68
  sociodramatic play, effect of (5/82) 24–25
  toddlers (7/82) 4

"Early Childhood Job Titles: One Step Toward Professional Status" (9/82) 13–22
Economic analysis of early childhood programs (7/82) 25–32, 49
Education for All Handicapped Children Act (1/82) 41
Ellison, G. (5/82) 53–58
Emotional development of infants (11/81) 11
  sociodramatic play, effect of (5/82) 24–25
Energy, children's attitudes toward (5/82) 6–10
"Energy Education: Responding to the Nuclear Power Controversy" (5/82) 3–11
Evaluation of staff in early childhood programs (11/81) 59–64
"Everyday Experience and Intellectual Development" (11/81) 66–71

Family Intervention Project (1/82) 42
Finkelstein, N. W. (9/82) 3–9
Follow Through programs (3/82) 5
"From 3 to 20: The Early Training Project" (9/82) 57–64
Fry-Miller, K. M. (5/82) 3–11
Fucigna, C. (3/82) 45–51
Funding of early childhood programs
  determined by economic analysis (7/82) 29–30

Gifted and Talented Children's Education Act (5/82) 15
Gifted children (5/82) 14–24
  identification of (5/82) 15–17
  teaching methods with (5/82) 17–21
Goodman, E. (11/81) 72–73, (3/82) 10–11, (7/82) 14–15
"Guiding Groups of Parents of Young Children" (11/81) 28–32

Halpern, R. (7/82) 25–32, 49
"Hand to Hand: The Joy of Signing Among Hearing Children" (5/82) 53–58
Haswell, K. L. (3/82) 13–18
Hatfield, L. M. (11/81) 59–65
Head Start (1/82) 41, 47, 59, (3/82) 3–9, 26
  future of (3/82) 64, (7/82) 63
Health, children's
  effect of radiation on (5/82) 4–6
Hennon, C. (1/82) 4–10
"'Hey! This Book's Not Working Right.' " (11/81) 18–27
Hock, E. (3/82) 13–18
Home Start (1/82) 47
Honig, A. S. (11/81) 3–10, (3/82) 52–56, (7/82) 51–62
Hostetler, L. (9/82) 13–22
Hyson, M. C. (1/82) 25–32

Industry-related day care (1/82) 4–10
  advantages of (1/82) 7–8
  options for early childhood educators (1/82) 8–9
Infant abuse (3/82) 60
Infant caregiving (11/81) 3–10
  mother-infant bonding (11/81) 11–12
  government involvement (11/81) 15–16
Infants and toddlers
  and art (3/82) 45–51
  communication (3/82) 52–62
  development (11/81) 66–71
  home care (11/81) 11–17
  moral reasoning (9/82) 23–31
  needs of infants (11/81) 3–10
  safety (5/82) 12–13
  teaching two-year-olds (7/82) 3–13
"Infant-Mother Communication" (3/82) 52–62
"In-service Evaluation in Early Childhood Education" (11/81) 59–65
Inspiration (1/82) 25–32
Institutional childrearing (11/81) 12
Ives, K. C. (3/82) 45–52
Ives, W. (3/82) 45–52

Job stress (1/82) 25–32
  causes of (1/82) 26–28
  effects of (1/82) 28–29

Kelly, F. J. (11/81) 28–32
Kitano, M. (5/82) 14–21
Klugman, E. (9/82) 13–22

Laber, S. S. (9/82) 51–53
Language
  adult's teaching about (11/81) 23–24
  ear disease, effect of (9/82) 51–53
  knowledge of orthography (11/81) 19
  observations of (7/82) 23
  oral language (5/82) 54
    and print (11/81) 18–19
  phonemic awareness (11/81) 19–20
  print
    stages of learning (11/81) 21–23
    symbolic nature of (11/81) 21
  role of perceptual-motor skills (11/81) 24–25
  sign language (5/82) 53–58
Learning settings, equipment, and materials (11/81) 66–71, (7/82) 3–13
LeBlanc, D. (1/82) 4–10

Mann, J. (5/82) 12–13
"Middle Ear Disease in Young Children" (9/82) 51–53
Milan, M. A. (1/82) 41–46
"Mobile Training for Directors of Day Care" (3/82) 19–24
Model programs
  economic skills and arguments (7/82) 25–32, 49
  gifted children (5/82) 14–24
  industry-related programs (1/82) 4–10
  in-service evaluation (11/81) 59–65
  mobile training for directors (3/82) 19–24
  National Day Care Home Study (5/82) 59–66
  parent guidance groups (11/81) 28–32
  parent training (1/82) 41–46
"Moral Education for Young Children" (9/82) 23–31
Motor skills
  art program to develop (3/82) 45–46
Muir, K. A. (1/82) 41–45
Multicultural education (1/82) 13–24
  curriculum for (1/82) 15–21
  stereotypes (1/82) 13, 21
"Multicultural Education in Early Childhood" (1/82) 13–24

NAEYC Commission on Child Care Licensing and Regulation (11/81) 56
NAEYC Early Childhood Center Endorsement Project (3/82) 39
NAEYC Early Childhood Credentialing Commission (11/81) 57
National Association for Retarded Citizens (1/82) 41
"The National Day Care Home Study: Family Day Care in the United States" (5/82) 59–66
"The New York City Infant Day Care Study" (1/82) 47–53
Nuclear radiation
  effect on children's health (5/82) 4–6
  sources of exposure (5/82) 3–4
  teaching children attitudes toward (5/82) 6–10, (9/82) 10–12

Observation procedures
  checklist (7/82) 19–20
  event sampling (7/82) 21–22
  in sociodramatic play (5/82) 26–28
  interview (7/82) 22–23
  running records or specimen description (7/82) 17–19
  time sampling (7/82) 20–21
"Observing Children: Ideas for Teachers" (7/82) 16–24
Oppositional behavior (3/82) 13–18
"Our Response to Nuclear Madness" (9/82) 10–12

Parent training (1/82) 41, 43–44
Parents (5/82) 12–13
  family day care (5/82) 59–66
  guidance groups (11/81) 28–32
  home experiences (11/81) 66–71
  infant communication (3/82) 52–62
  moral education of children (9/82) 23–31
  of handicapped young children (1/82) 41–46
  staying at home with children (11/81) 11–17
"Paying Attention to Children" (1/82) 11–12
Perry Preschool Project (7/82) 16–24
Phinney, J. A. (7/82) 16–24
Physical development, in toddlers (7/82) 10

Play (5/82) 25–32
sociodramatic (5/82) 25–32
training procedures (5/82) 29–31
" 'Playing with Kids All Day': Job Stress in Early Childhood Education" (1/82) 25–32
Practical applications
art for toddlers (3/82) 19–24
baby safety (5/82) 12–13
energy education (5/82) 3–11
gifted children (5/82) 14–24
infant needs (11/81) 3–10
mobile training (3/82) 19–24
multicultural education (1/82) 13–24
observation ideas (7/82) 16–24
oppositional behavior (3/82) 13–18
reading instruction (11/81) 18–27
sociodramatic play training (5/82) 25–32
teaching two-year-olds (7/82) 3–13
"The President's Earmuffs" (7/82) 14–15
Professional development of teachers
in-service evaluation (11/81) 59–65
job stress (1/82) 25–32
job titles, choices (9/82) 13–22
mobile training (3/82) 19–24
observation ideas (7/82) 16–24
professionalization (3/82) 25–32, (9/82) 13–22
"Professionalization and Its Implications for the Field of Early Childhood Education" (3/82) 25–32
"Prosocial Development in Children" (7/82) 51–62
Psychological development
effect of day care programs on (1/82) 49–50
prosocial development (7/82) 51–62
toddlers (7/82) 10–12

Ramsey, P. G. (1/82) 13–24
Reading (11/81) 18–27, (5/82) 53–58
"The Real World of Teaching Two-Year-Old Children" (7/82) 3–13
Research
gifted children (5/82) 14–24
Head Start (3/82) 3–9
infant communication (3/82) 52–62
infant day care (1/82) 47–53
infant needs (11/81) 3–10
intellectual development (11/81) 66–71
National Day Care Home Study (5/82) 59–66
prosocial development (7/82) 51–62
reading (11/81) 18–27

Schickedanz, J. A. (11/81) 18–27
Schwartz, P. M. (3/82) 19–24
"Should You Stay Home with Your Baby?" (11/81) 11–17
Sign language (5/82) 53–58
Slaughter, D. T. (3/82) 3–9
Social relations, toddlers'
aggression (9/82) 3–9
with use of art materials (3/82) 48–49
Socialization skills
prosocial development (7/82) 51–60
toddlers (7/82) 7–10
Sociodramatic play
effect on children's development (7/82) 51–60
observation methods (5/82) 26–28
training procedures (5/82) 29–31
"Sociodramatic Play Training" (5/82) 25–32
Special education/special needs
children (1/82) 41–46, (7/82) 14–15
Staffing (11/81) 59–65, (1/82) 25–32, (7/82) 25–32, 49
"Standards for Professional Practice" (11/81) 56–57
Stengel, S. R. (9/82) 23–31
Stevens, J. H., Jr. (11/81) 66–71, (1/82) 47–53, (5/82) 59–66, (9/82) 57–64
Stewart, I. S. (7/82) 3–13
"Surviving the Competition: Economic Skills and Arguments for Program Directors" (7/82) 25–32, 49

Teacher education and development
in-service evaluation (11/81) 59–65
job stress (1/82) 25–32
mobile training (3/82) 19–24
observation ideas (7/82) 16–24
professionalization (3/82) 25–32
Teacher-parent relationships (11/81) 28
"Techniques for Dealing with Oppositional Behavior in Preschool Children" (3/82) 13–18
"Terrible Twos" (7/82) 3
Theory (1/82) 11–12, (3/82) 10–11, (7/82) 14–15
economic skills (7/82) 25–32, 49
gifted children (5/82) 14–24
job stress (1/82) 25–32
parent guidance groups (11/81) 28–32
parents staying at home with children (11/81) 11–17
professionalization (3/82) 25–32
sociodramatic play (5/82) 25–32
Toddlers
developmental needs (7/82) 4
physical abilities (7/82) 4
"The Transfer-And-Pray Theory" (11/81) 72–73

U.S. Office of Gifted and Talented (5/82) 14

Verzaro-Lawrence, M. (1/82) 4–10

"What Are the Needs of Infants?" (11/81) 2–10
"What Is the Future of Head Start?" (3/82) 3–9
Weinstein, A. (3/82) 19–24
Wenar, C. (3/82) 13–18
White, B. L. (11/81) 11–17
Will, G. F. (1/82) 11–12

"Young Gifted Children: Strategies for Preschool Teachers" (3/82) 14–24

Renew Now!